



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10921872
SAU: Lisbon School Department
School: Lisbon Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

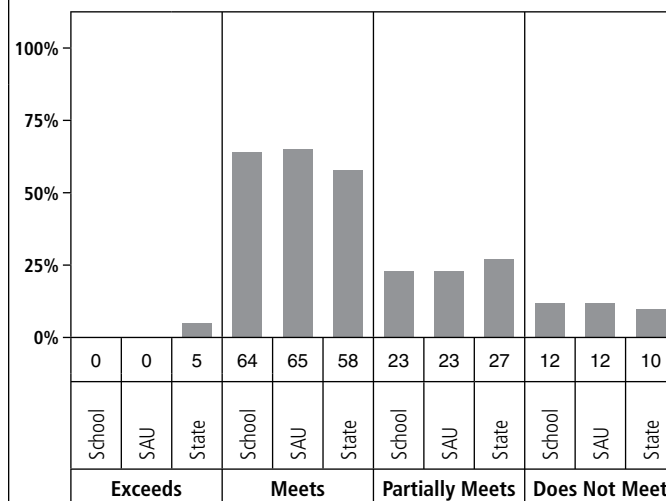
SAU: Lisbon School Department

School: Lisbon Community School

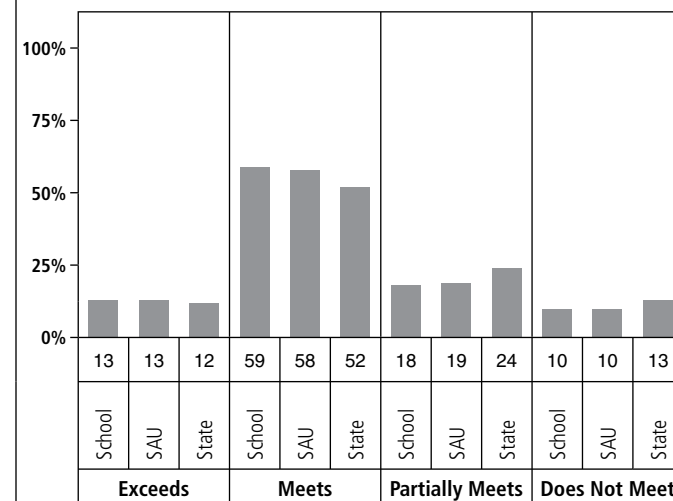
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	543	544
2006–2007	541	541	544
2007–2008	544	544	545
Cum. Avg. *	542	542	544
Mathematics			
2005–2006	542	542	543
2006–2007	540	540	546
2007–2008	548	548	546
Cum. Avg. *	543	543	545
ELA – Writing			
2005–2006			
2006–2007	539	539	541
2007–2008	537	537	538
Cum. Avg. *			

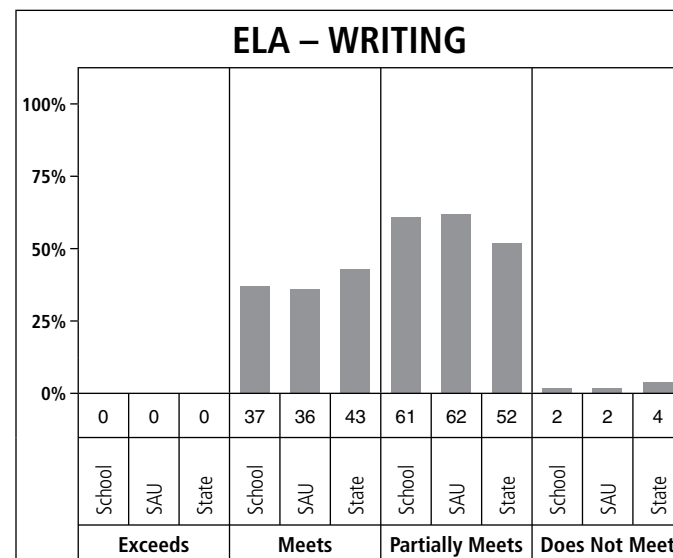
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																																
							ELA-Reading						Mathematics												ELA-Writing														
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State										
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%									
Total number of students	90	100	91	100	14240	100	90	100	91	100	14157	100	90	100	91	100	14156	100							90	100	91	100	14107	99									
Ethnicity	African American/Black						3	3	3	3	404	3	3	100	3	100	396	98	3	100	3	100	398	99							3	100	3	100	388	96			
	American Indian or Native Alaskan						0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100									0	0	0	0	118	100	
	Asian or Pacific Islander						0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99									0	0	0	0	197	98	
	Hispanic						3	3	3	3	178	1	3	100	3	100	170	97	3	100	3	100	174	99									3	100	3	100	171	97	
	Caucasian/White						84	93	85	93	13339	94	84	100	85	100	13274	100	84	100	85	100	13267	100									84	100	85	100	13233	99	
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									0	0	0	0	0	0
Identified disability	11	12	12	13	2555	18	11	100	12	100	2528	99	11	100	12	100	2526	99							11	100	12	100	2507	99									
Current LEP	1	1	1	1	337	2	1	100	1	100	328	97	1	100	1	100	334	99							1	100	1	100	323	96									
Economically disadvantaged	39	43	39	43	5574	39	39	100	39	100	5528	99	39	100	39	100	5531	99							39	100	39	100	5504	99									
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100									

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	53	59	53	58	11042	78	55	61	55	60	11006	77							59	66	59	65	11127	78
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4							0	0	0	0	447	4
LEP	1	2	1	2	144	1	0	0	0	0	141	1							1	2	1	2	147	1
504 plan	1	2	1	2	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	37	41	38	42	2974	21	35	39	36	40	3014	21							31	34	32	35	2845	20
Identified disability (PET/IEP)	11	30	12	32	1996	67	11	31	12	33	1986	66							11	35	12	38	1925	68
LEP	0	0	0	0	175	6	1	3	1	3	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	1	3	1	3	77	3							1	3	1	3	74	3
Other	26	70	26	68	766	26	22	63	22	61	801	27							19	61	19	59	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	1	1	1	721	5
	2006-2007	2	2	2	2	702	5
	2007-2008	0	0	0	0	659	5
	Cum. Total*	3	1	3	1	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	44	51	44	51	7571	53
	2006-2007	62	48	62	48	7730	55
	2007-2008	58	64	59	65	8195	58
	Cum. Total*	164	54	165	54	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	27	31	27	31	4343	30
	2006-2007	43	33	43	33	4182	30
	2007-2008	21	23	21	23	3800	27
	Cum. Total*	91	30	91	30	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	14	16	15	17	1628	11
	2006-2007	23	18	23	18	1419	10
	2007-2008	11	12	11	12	1362	10
	Cum. Total*	48	16	49	16	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	29.1	60.6	29.2	60.8	29.2	60.8
Literary Text	24	50	15.2	63.3	15.2	63.3	15.0	62.5
Informational Text	24	50	14.0	58.3	14.0	58.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Lisbon School Department
 School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	90	0	0	58	64	21	23	11	12	544	91	0	65	23	12	544	14016	5	58	27	10	545
Ethnicity																						
African American/Black	3										3						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	3										3						167	2	47	37	14	542
Caucasian/White	84	0	0	54	64	19	23	11	13	544	85	0	65	22	13	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	2	18	0	0	9	82	527	12	0	25	0	75	529	2392	0	26	42	31	536
No	79	0	0	56	71	21	27	2	3	546	79	0	71	27	3	546	11624	6	65	24	5	547
Current LEP																						
Yes	1										1						319	1	36	34	29	537
No	89	0	0	58	65	20	22	11	12	544	90	0	66	22	12	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	39	0	0	20	51	8	21	11	28	540	39	0	51	21	28	540	5454	2	48	35	15	541
No	51	0	0	38	75	13	25	0	0	547	52	0	75	25	0	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	90	0	0	58	64	21	23	11	12	544	91	0	65	23	12	544	14011	5	58	27	10	545
Gender																						
Female	44	0	0	33	75	5	11	6	14	546	44	0	75	11	14	546	6766	7	62	24	8	546
Male	46	0	0	25	54	16	35	5	11	543	47	0	55	34	11	543	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	90	0	0	58	64	21	23	11	12	544	91	0	65	23	12	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	6	0	0	6	100	0	0	0	0	555	6	0	100	0	0	555	464	27	71	2	1	557
No	84	0	0	52	62	21	25	11	13	543	85	0	62	25	13	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	5	83	1	17	0	0	548	7	0	83	17	0	548	5	2	42	34	22	540
B. less than one hour	82	0	0	44	60	19	26	10	14	544	82	0	61	26	14	544	66	5	60	27	9	545
C. one to two hours	11	0	0	8	80	1	10	1	10	545	11	0	80	10	10	545	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	0	0	17	57	9	30	4	13	544	33	0	57	30	13	544	31	7	63	23	7	547
B. They match some of what I have learned.	56	0	0	37	74	10	20	3	6	546	57	0	75	20	6	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	7	0	0	2	33	1	17	3	50	530	7	0	33	17	50	530	11	2	42	37	19	540
D. There is no match.	3	0	0	1	33	1	33	1	33	533	3	0	33	33	33	533	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	0	0	17	74	5	22	1	4	547	27	0	75	21	4	547	30	10	68	16	6	549
B. good	57	0	0	34	67	13	25	4	8	545	57	0	67	25	8	545	53	3	59	29	9	544
C. fair	13	0	0	5	42	3	25	4	33	539	13	0	42	25	33	539	15	1	41	40	18	539
D. poor	3	0	0	1	33	0	0	2	67	519	3	0	33	0	67	519	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	7	47	4	27	4	27	537	17	0	47	27	27	537	17	3	45	32	19	541
B. about the same as my regular schoolwork	66	0	0	43	73	11	19	5	8	546	67	0	73	18	8	547	67	5	62	26	7	546
C. easier than my regular schoolwork	17	0	0	7	47	6	40	2	13	542	17	0	47	40	13	542	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	0	0	4	29	3	21	7	50	531	16	0	29	21	50	531	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	62	0	0	41	75	10	18	4	7	547	62	0	75	18	7	547	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	22	0	0	12	60	8	40	0	0	546	22	0	60	40	0	546	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	9	0	0	5	63	2	25	1	13	542	9	0	63	25	13	542	18	8	64	20	8	547
B. 20 minutes to an hour	66	0	0	43	73	11	19	5	8	546	67	0	73	18	8	546	56	5	62	25	7	546
C. less than 20 minutes	19	0	0	9	53	4	24	4	24	542	19	0	53	24	24	542	12	2	50	32	15	542
D. I rarely read at home.	6	0	0	0	0	4	80	1	20	536	6	0	0	80	20	536	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	15	0	0	8	62	3	23	2	15	543	16	0	64	21	14	544	26	3	51	32	14	542
B. six to ten pages	26	0	0	14	64	5	23	3	14	543	26	0	64	23	14	543	28	3	59	28	9	544
C. eleven or more pages	58	0	0	32	65	12	24	5	10	545	58	0	65	24	10	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	24	0	0	12	57	7	33	2	10	543	24	0	57	33	10	543						
B.	38	0	0	27	82	3	9	3	9	547	38	0	82	9	9	547						
C.	39	0	0	18	53	10	29	6	18	542	39	0	53	29	18	542						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	2	2	2	1415	10
	2006-2007	6	5	6	5	1711	12
	2007-2008	12	13	12	13	1617	12
	Cum. Total*	20	7	20	6	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	43	50	43	49	6503	45
	2006-2007	45	35	45	35	6778	48
	2007-2008	53	59	53	58	7284	52
	Cum. Total*	141	46	141	46	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	32	37	32	37	3945	28
	2006-2007	59	45	59	45	3884	28
	2007-2008	16	18	17	19	3341	24
	Cum. Total*	107	35	108	35	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	9	10	10	11	2434	17
	2006-2007	20	15	20	15	1683	12
	2007-2008	9	10	9	10	1778	13
	Cum. Total*	38	12	39	13	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.0	60.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.4	60.0	8.4	60.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.4	48.0	2.4	48.0	2.2	44.0
Cluster 4: Patterns	14	29	9.2	65.7	9.2	65.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Lisbon School Department
 School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	90	12	13	53	59	16	18	9	10	548	91	13	58	19	10	548	14020	12	52	24	13	546
Ethnicity																						
African American/Black	3										3						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	3										3						173	5	45	30	20	541
Caucasian/White	84	11	13	50	60	15	18	8	10	548	85	13	59	19	9	548	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	1	9	4	36	2	18	4	36	536	12	8	33	25	33	536	2390	2	29	34	35	534
No	79	11	14	49	62	14	18	5	6	550	79	14	62	18	6	550	11630	13	57	22	8	548
Current LEP																						
Yes	1										1						330	4	36	27	33	536
No	89	12	13	53	60	16	18	8	9	549	90	13	59	19	9	549	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	39	5	13	16	41	11	28	7	18	542	39	13	41	28	18	542	5461	5	46	30	19	541
No	51	7	14	37	73	5	10	2	4	553	52	13	71	12	4	553	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	90	12	13	53	59	16	18	9	10	548	91	13	58	19	10	548	14015	12	52	24	13	546
Gender																						
Female	44	5	11	29	66	5	11	5	11	548	44	11	66	11	11	548	6767	11	51	24	13	546
Male	46	7	15	24	52	11	24	4	9	549	47	15	51	26	9	549	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	90	12	13	53	59	16	18	9	10	548	91	13	58	19	10	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	6	3	50	3	50	0	0	0	0	564	6	50	50	0	0	564	464	58	40	2	0	564
No	84	9	11	50	60	16	19	9	11	547	85	11	59	20	11	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	4	67	1	17	1	17	546	7	0	67	17	17	546	5	6	39	29	25	539
B. less than one hour	82	11	15	42	58	14	19	6	8	549	82	15	57	20	8	549	66	12	52	24	12	546
C. one to two hours	11	1	10	6	60	1	10	2	20	545	11	10	60	10	20	545	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	5	21	15	63	3	13	1	4	552	27	21	63	13	4	552	38	16	56	19	8	549
B. They match some of what I have learned.	66	7	12	35	59	11	19	6	10	548	66	12	59	19	10	548	48	9	53	26	12	545
C. They match just a little of what I have learned.	6	0	0	2	40	2	40	1	20	537	7	0	33	50	17	537	10	6	37	32	24	539
D. There is no match.	1	0	0	0	0	0	0	1	100	522	1	0	0	0	100	522	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	9	26	21	60	3	9	2	6	554	39	26	60	9	6	554	31	24	54	14	8	552
B. good	45	2	5	24	60	9	23	5	13	546	44	5	60	23	13	546	47	8	55	25	12	545
C. fair	15	1	8	7	54	3	23	2	15	543	16	7	50	29	14	543	19	2	43	35	20	539
D. poor	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	2	14	6	43	3	21	3	21	543	17	13	40	27	20	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	72	9	15	38	61	11	18	4	6	550	71	15	61	18	6	550	66	11	55	23	11	547
C. easier than my regular schoolwork	12	1	10	7	70	1	10	1	10	549	11	10	70	10	10	549	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	0	0	12	57	4	19	5	24	542	24	0	57	19	24	542	21	10	48	26	16	544
B. two or three days a week	48	8	19	27	64	5	12	2	5	551	47	19	64	12	5	551	36	13	54	23	10	547
C. two or three times each month	18	3	19	8	50	4	25	1	6	550	19	18	47	29	6	549	27	12	54	23	11	547
D. never or almost never	10	1	11	4	44	3	33	1	11	547	10	11	44	33	11	547	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	15	1	8	6	46	3	23	3	23	543	14	8	46	23	23	543	7	12	44	25	19	543
B. two or three days a week	49	6	14	29	66	7	16	2	5	549	49	14	66	16	5	549	30	13	53	23	11	547
C. two or three times each month	19	2	12	10	59	4	24	1	6	550	19	12	59	24	6	550	34	12	54	23	10	547
D. never or almost never	17	3	20	7	47	2	13	3	20	549	18	19	44	19	19	548	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	4	44	4	44	1	11	541	10	0	44	44	11	541	7	7	40	25	28	539
B. 30–45 minutes	33	1	3	16	55	6	21	6	21	543	32	3	55	21	21	543	31	7	49	29	15	543
C. 45–60 minutes	40	7	19	23	64	5	14	1	3	551	41	19	62	16	3	551	40	12	55	23	10	547
D. more than 60 minutes	17	4	27	9	60	1	7	1	7	556	17	27	60	7	7	556	23	18	54	19	9	549
Optional school/SAU question																						
A.	24	4	19	12	57	3	14	2	10	551	24	19	57	14	10	551						
B.	38	6	18	24	73	3	9	0	0	556	38	18	73	9	0	556						
C.	39	2	6	16	47	9	26	7	21	540	39	6	47	26	21	540						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

ELA–WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	1 0	1 0	1 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	58 33	44 37	58 33	44 36	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	69 55	53 61	69 56	53 62	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 2	2 2	3 2	2 2	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.4	52.0	10.4	52.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.4	45.0	5.4	45.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.0	62.5	5.0	62.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Lisbon School Department
 School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	90	0	0	33	37	55	61	2	2	537	91	0	36	62	2	537	13972	0	43	52	4	538
Ethnicity																						
African American/Black	3										3						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	3										3						170	0	29	62	9	535
Caucasian/White	84	0	0	30	36	52	62	2	2	536	85	0	35	62	2	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	8	73	2	18	528	12	0	8	75	17	528	2372	0	12	72	16	529
No	79	0	0	32	41	47	59	0	0	538	79	0	41	59	0	538	11600	0	50	48	1	539
Current LEP																						
Yes	1										1						319	0	30	58	12	533
No	89	0	0	33	37	54	61	2	2	537	90	0	37	61	2	537	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	39	0	0	10	26	27	69	2	5	533	39	0	26	69	5	533	5435	0	32	61	7	535
No	51	0	0	23	45	28	55	0	0	539	52	0	44	56	0	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	90	0	0	33	37	55	61	2	2	537	91	0	36	62	2	537	13967	0	43	52	4	538
Gender																						
Female	44	0	0	19	43	23	52	2	5	538	44	0	43	52	5	538	6750	1	55	43	2	540
Male	46	0	0	14	30	32	70	0	0	535	47	0	30	70	0	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	90	0	0	33	37	55	61	2	2	537	91	0	36	62	2	537	12227	0	46	50	4	538
Gifted/talented program																						
Yes	6	0	0	3	50	3	50	0	0	541	6	0	50	50	0	541	464	2	74	23	0	545
No	84	0	0	30	36	52	62	2	2	536	85	0	35	62	2	536	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	3	50	3	50	0	0	540	7	0	50	50	0	540	5	0	29	57	14	533
B. less than one hour	82	0	0	28	38	43	59	2	3	536	82	0	38	59	3	536	66	0	44	52	3	538
C. one to two hours	11	0	0	2	20	8	80	0	0	536	11	0	20	80	0	536	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	29	0	0	14	54	11	42	1	4	539	29	0	54	42	4	539	25	1	54	42	3	540
B. good	43	0	0	14	37	23	61	1	3	537	42	0	37	61	3	537	50	0	46	51	3	538
C. fair	24	0	0	5	24	16	76	0	0	535	23	0	24	76	0	535	22	0	29	65	6	535
D. poor	4	0	0	0	0	4	100	0	0	530	6	0	0	100	0	530	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	16	0	0	2	14	11	79	1	7	533	16	0	14	79	7	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	66	0	0	23	40	35	60	0	0	537	65	0	40	60	0	537	65	0	45	52	3	538
C. easier than my regular schoolwork	18	0	0	8	50	7	44	1	6	538	19	0	47	47	6	538	21	0	45	51	4	538
Optional school/SAU question																						
A.	24	0	0	9	43	11	52	1	5	536	24	0	43	52	5	536						
B.	38	0	0	12	36	21	64	0	0	538	38	0	36	64	0	538						
C.	39	0	0	12	35	21	62	1	3	536	39	0	35	62	3	536						
D.	0										0											